Contents

Preface viii

Acknowledgements ix

Introduction **1**

1 Studying the English Language 3
Jonathan Culpeper, Paul Kerswill, Ruth Wodak, Francis Katamba and Tony McEnery

Part 1 English: Structure **9**
Edited by Francis Katamba

2 Phonetics 11
Kevin Watson

3 Segmental Phonology 30
Francis Katamba

4 Phonology: Beyond the Segment 55
Francis Katamba

5 Morphology: Word Structure 77
Francis Katamba

6 Grammar: Words (and Phrases) 111
Geoffrey Leech

7 Grammar: Phrases (and Clauses) 130
Geoffrey Leech

8 Grammar:Clauses (and Sentences) 151
Geoffrey Leech

9 Text Linguistics 170
Paul Chilton

10 Semantics 186
Anna Siewierska

11 Pragmatics 202
Jonathan Culpeper and Gila Schauer

Part 2 English: History **221**
Edited by Jonathan Culpeper

12 Standard English and Standardization 223
Paul Kerswill and Jonathan Culpeper

13 The History of English Spelling 244
Jonathan Culpeper and Dawn Archer

14 Phonological Change 259
Francis Katamba and Paul Kerswill

15 Lexical Change 286
Sebastian Hoffmann

16 Semantic Change 301
Willem B. Hollmann

17 Grammatical Change 314
Willem B. Hollmann

Part 3 English Speech: Regional and Social Variation 335
Edited by Paul Kerswill

18 Regional Variation in English Accents and Dialects 337
Kevin Watson

19 Language and Social Class 358
Paul Kerswill

20 Language and Ethnicity 373
Arfaan Khan

21 Pidgins and Creole Englishes 388
Mark Sebba

22 World Englishes 404
Mark Sebba

Part 4 English Writing: Style, Genre and Practice 423
Edited by Jonathan Culpeper

23 Speech, Writing and Discourse Type 425
Andrew Wilson

24 Language in Newspapers 439
Elena Semino

25 Language in Advertisements 454
Greg Myers

26 Language in Literature: Stylistics 464
Mick Short

27 Literacy Practices 477
David Barton

28 New Technologies: Literacies in Cyberspace 487
Uta Papen

PROOF

Part 5 English: Communication and Interaction **499**
Edited by Ruth Wodak

29 Structures of Conversation 501
Greg Myers

30 Language, Reality and Power 512
Norman Fairclough

31 Politeness in Interaction 523
Jonathan Culpeper

32 Gender and Language 536
Jane Sunderland

33 Language and Sexuality 550
Paul Baker

34 Bad Language 564
Tony McEnery

35 Language and Politics 576
Ruth Wodak

36 Business Communication 594
Veronika Koller

Part 6 English: Learning and Teaching **607**
Edited by Tony McEnery

37 Language Acquisition 609
Andrew Hardie

38 Languages and Literacies in Education 625
Roz Ivanič

39 TESOL and Linguistics 642
Martin Bygate

Conclusion **657**
Studying the English Language: Reflections 659
J. Charles Alderson and Jonathan Culpeper

Appendix: The IPA Chart 667

Bibliography 668

Index 709

Introduction

Chapter 1

Studying the English Language

Jonathan Culpeper, Paul Kerswill, Ruth Wodak, Francis Katamba and Tony McEnery

What does the study of the English language involve? Any book on the English language must address this question, as the answer will determine its contents. This, however, is a very tricky question to answer. A glance at the contents lists of other books on the English language will find variation, and sometimes quite dramatic variation. Perhaps it may seem self-evident and unproblematic to you that studying the English language is simply that – studying any aspect of the English language. However, 'the English language' is not in itself a neatly identifiable entity: what counts as English is not straightforward. Consider the view 'English is the language of England'. As we shall see in this book, the roots of English are not in England at all, but in the old dialects of what is now north-western Germany. Once it became established in Britain, it was relatively restricted geographically: in the sixteenth century there were approximately 3 million speakers of English, nearly all indeed based in England. However, today there are well over 300 million native speakers of English, not to mention a further 300 million regularly speaking it as a second language (i.e., in addition to their native language), and the huge number of people learning it as a foreign language, mainly to communicate with other non-native speakers of English (there are more Chinese people learning English than there are native speakers of English in the United States!). Thus, most English is produced, heard and read outside England. Take the example of the Egyptian airline pilot landing at Frankfurt airport in Germany, and talking to air traffic control in English. For that pilot, English is the language used for communication in that context – it has nothing to do with England (except for its distant historical connection). English has emerged as a global **lingua franca**, that is, a language used throughout the world as a means of facilitating communication between speakers of different languages. Consider the view 'English has a common core of words and structures that are recognized as being English'. In fact, not everybody would recognize the same things as being English, something which we will discuss and illustrate in Chapter 12. One might appeal to some notion such as **Standard English**, claiming it represents the common core. However, most English is **spoken**: accents vary and, in a global perspective, they vary widely. At best we can say that certain groups of English accents tend to share certain features. And there is the issue of what is meant by 'standard'. Appeals to such notions frequently slide from talk of a uniform set of features to talk

of a set of features which a particular group considers best. For example, whilst it may indeed be possible to identify a set of standard grammatical and spelling features for British written English, that set would not be the same for American written English. So, which Standard English should we follow? Answers to that question typically involve the social evaluation of language (e.g., British people tend to think that the British 'standard' is 'best').

To study anything requires that there be an object to study. If we cannot agree about what constitutes English, how can we study it? The answer is simply to accept that there are various views as to what counts as English. Although there is often considerable agreement within these views, flowing from them are different conceptions as to the boundaries of English, how the language is constituted, and also how we might study it. These views fall into three groups, the second of which contains a number of notable sub-groups (our use of the word 'English' below denotes a language that might be labelled as such by a community of people):

1 **The folk view**. In fact, we have already touched on folk views about English in our first paragraph. There, we expressed beliefs about English in quotation marks. Many such beliefs have a prescriptive quality – they are beliefs about how English should be. For example, people tend to believe that English pronunciation, or a least the best English pronunciation, should reflect spelling. As we shall see in Chapters 2 and 12, nobody speaks English in a way which corresponds with spelling in a simple manner: even Queen Elizabeth II herself would not pronounce the <d> of the word *and* in the phrase 'fish and chips', and it is in fact speakers of *less* prestigious regional accents (in England, at least) who would pronounce the <r> in words like *sort*. Studying English from the point of view of folk beliefs and 'correctness' not only involves examining the truth of a particular belief (i.e., whether it is a myth), but also considers the real effects that having that belief in the first place can have on the language, its social contexts and the people who speak it. We will do this at various points in this book.

2 **The academic views**. These can be considered under four headings:

- **The comparative view**. In this perspective, any study that reveals similarities or differences between English and another language can contribute to an understanding of how it is constituted (i.e., its distinctive nature). Many studies focus on formal structures (e.g., the grammar, semantics and phonology) of English in comparison with those of other languages, but it is also possible to study the use of language in English-speaking countries or cultures and contrast it with the use of language elsewhere (contrasting, for example, how people are 'polite' in different languages and cultures).
- **The variational view**. In this perspective, any study that considers the nature of the varieties of English can contribute to an understanding of how it is constituted. Such varieties can be distinguished **synchronically** (i.e., how they vary at one point in time, for example, how they make up different accents or written genres) or **diachronically** (how they vary over time, thus

feeding into the history of English). It is worth noting here that English, as with other languages, is made up of its own distinctive varieties, especially spoken varieties (e.g., accents), and has its own distinctive history.

- **The structural view.** In this perspective, any study that considers the nature of the specific structures (e.g., words, sounds) of English can contribute to an understanding of how it is constituted. This view is a relatively weak view of the study of English in the sense that some of the phenomena discussed may also be characteristics of other languages. Thus, for example, a study of nouns using English data (perhaps for reasons of convenience) may reveal certain characteristics of English nouns, but it may well be the case that at least some of those characteristics are shared with other languages. In this respect, this view differs from the comparative view.
- **The social (context) view.** In this perspective, any study that considers the nature of the specific social contexts in which English occurs (and with which it interacts) can contribute to an understanding of how English is constituted. Here, the focus is on the *use* of English and its associated social contexts, including both how English is shaped by the social contexts and how English shapes social contexts. For example, there are linguistic differences which relate to the formality of a situation (a job interview vs. family chat) and the roles speakers have (the defendant vs. the judge). As speakers, we can completely change the context through our choice of words – for example, the decision to swear could reduce formality (and have other far-reaching consequences). This view is also a relatively weak view of the study of English in the sense that some of the social and interactive phenomena discussed may also be the same for other languages.

3 **The educational view.** For millions of people around the world, studying English does not mean enhancing one's abstract understanding of English, as with academic views, but enhancing one's ability to put it into practice – to speak it, write it and understand it. 'It' here, as propagated in textbooks and educational materials, is usually a standard written English and a prestigious accent (e.g., Received Pronunciation). Enhancing readers' abilities in this way is not the prime focus of this book. However, it is important to note that a further academic perspective pertains here, namely, studying the teaching and learning of English, particularly, but not exclusively, in educational contexts. We will address this area in the final section of this book.

All the above views overlap. Note, for example, that the academic study of folk views could be considered a sub-category of the social (context) view. Our book does not espouse one particular view, but embraces all of them. That way, we hope that our understanding of English is enriched.

Where does English language study take place? Addressing this question can help reveal other things about the subject. In the UK, North America, Australia and New Zealand, it typically takes place in departments of English, English literature, linguistics or linguistics and English language; in other countries, it also appears in departments of English linguistics or English philology. These labels reflect two pertinent issues. The first issue concerns a terminological problem: does the word 'English' encompass English literature,

English language or both? Some departments labelled 'English' are relatively little concerned with language, focusing mainly on English literature in terms of literary theory. This does not mean simply analysing a certain body of texts, but considering who wrote them, who they are written for, the social and political contexts in which they were written, and so on. There is no denying that English literature is worth studying, if only on the grounds that the works studied are generally considered to have cultural value. However, English literature accounts for only a relatively small proportion of the language that people consider to be English – it can hardly represent the English language as a whole. The language of English literature is represented in this volume (see Chapter 26), as are the many other varieties that comprise the English language. The second issue concerns the relationship between English and linguistics. Linguistics, in its broadest definition, is the study of language or languages, along with phenomena pertinent to language(s). So, linguistics as a discipline is clearly broader than the study of English language. Most obviously, it is not primarily focused on language that people would label English. Moreover, it is focused on the fundamental – and in some cases perhaps even universal – mechanisms of language, often drawing theoretical backing from cognitive or social sciences. Consider, for example, the fact that research has revealed that bilinguals store the lexical inventories of the languages they speak in different parts of the brain. This runs counter to what one might imagine to be a more efficient arrangement, whereby particular concepts (e.g., a 'table') are straightforwardly 'hot wired' to one 'lexicon' (or dictionary) containing all the possible words (in the languages known to the particular speaker) for each concept. This fact in itself has no particular bearing on the nature of English, or indeed any other specific language: it is an insight into a general linguistic mechanism. Having said that, to study the English language is also to study a language. In our view, it is impossible to study the English language without also doing linguistics. We need to be aware of how language works in general, and we need to be able to evaluate our frameworks and tools for language analysis in particular, if we are going to investigate a language and in particular to address the issue of why it is as it is. We should stress that we are not attempting to cover all of linguistics as a discipline, but rather we emphasize areas of linguistics pertinent to the study of the English language.

The up-coming chapters

The chapters are organized under six major headings. The first group appears under English: Structure. This section includes many of the traditional areas of linguistics relating to, for example, English phonology, grammar and semantics. One of the functions of these chapters in Part 1 is to provide you with a basis in language description, which will set you up for later chapters in the book that draw upon aspects of that description. The second group, Part 2 under English: History, addresses diachronic variation in English; in other words, the history of English. This is organized according to linguistic area, rather than periods in the history of English, for the reason that this better suits the focus of this book. The following two groups of chapters

PROOF

appear under English Speech: Regional and Social Variation in Part 3 and English Writing: Style, Genre and Practice in Part 4. These focus on synchronic variation in English. The chapters dealing with genre and practice pave the way for a transition to Part 5 and the next group of chapters, which appear under English: Communication and Interaction. Here, the focus is on the use of English in social context(s). The final group of chapters, in Part 6 under English: Learning and Teaching, considers the learning and teaching of English, both outside and inside educational contexts.

The chapters are written so that they should be understandable by a first year undergraduate, but there is plenty of potential for the content of the chapters to support courses pitched at more senior undergraduates, or even as preliminary steps for postgraduates, to whom the research-led nature of the chapters should appeal. With a few exceptions, each chapter has the same structure. In particular, chapters typically conclude on a more research-oriented note. Each chapter contains one or more boxes, which may be of two kinds. **Advances Boxes** are like an aside. If you decided to skip them, the rest of the text will still make perfect sense. They are pitched at a somewhat higher-level readership, or at least contain a particularly close focus that you would not expect in an introductory text. They are designed to give readers a sense of controversies and debates, complications and problems, further research, and so on. **Illustration Boxes** contain extended examples (or a set of shorter examples), additional examples (plus, optionally, some analysis of them), and sometimes further elaboration on an issue. Each chapter ends with some recommendations for further readings.

PROOF

Index

abbreviations *see* word formation
ablaut, 269
academic writing *see* genres
accent(s)
  contemporary, 349
  regional, 231–2, 349–57
  see also dialect(s); Received Pronunciation; regional variation
accidental gaps, 64
accusative, 83, 269, 319–21
acquisition, language, 609–24
  babbling, 611
  child-based theory, 328–31
  first language, 659
  first words, 611
  second language, 642, 655
  see also behaviourism, 615
acronyms *see* word formation
acts of identity, 382–4
adjacency pairs *see* Conversation Analysis
adjective(s)
  comparative, 84, 119
  compounds, 102
  demonstrative, 360
  emphatic, 569–74
  empty, 554
  evaluative, 588
  head, 131
  meanings, 119
  modifiers, 130, 137–8
  negative, 569–74
  phrases, 116–20, 131
  superlative, 84, 119–22, 198
  unisex, 108
adjuncts
  adverbs, 122
  adverb phrases, 139–40, 160
  prepositional phrases, 139–40
adverb(s)
  attitude, 123
  circumstantial, 121–2
  comparative, 119
  connecting, 123
  degree, 120–3
  linking, 434
  sentence, 122–3, 140
  superlative, 119
  types, 123
  see also intensification
advertisements *see* genre
affix *see* morphology
affixation *see* word formation
affordances, 484, 489
affricates, 21, 31, 42
agent(s)
  deletion, 591
  phrase, 154
agreement, 83, 225
alliteration, 445, 466, 472
allomorph(s)/-y, 81, 90–4
  insertion, 91–3
allophones, 32–6, 45, 54, 64, 75, 267–8, 349
alphabet(s), 247–9
  thorn, 248
  see also spelling
alveolar
  ridge, 13, 18–21, 24, 28
  tap, trill, 21–2, 47, 278, 337
American English, 52–4, 226, 342, 351–4, 337, 381, 419
  General American, 46, 52
anaphora, 174, 592
  see also cohesion
anthropology, 380, 501, 581
antonyms/-y, 182, 198, 472
approximants, 21, 36, 45, 65, 75
  alveolar, 47
  retroflex, 47
argumentation, 520, 583–5
  fallacies, 591
  topos/-oi, 585, 593
article(s)
  definite, 124, 175–6, 348, 593, 613
  indefinite, 124, 175–6, 190, 469
  zero, 189–90
articulation, 17–35
  approximations, 19–28
  retroflex, 28
  taps, 21, 187
  see also alveolar; approximants; articulators; aspiration; consonants; labials; vowels
articulators, 13, 18–23, 31, 47, 282
aspiration, 38–40, 64, 94
assimilation, 33–4, 44–5, 66, 75, 92–5
  homorganic nasal, 44
  manner of articulation assimilation, 66
  progressive, 45
  regressive, 45, 66
attrition, 316
  fricatives, 267
audio-lingualism, 643–4
  see also TESOL

PROOF

Australian English *see* Englishes
auxiliaries, 125–6, 143–4
  contraction, 226
  dummy, 157–8
  inversion, 156–7, 614
  marker, 192
  modal, 125, 144, 475
  negative, 614
  ordering, 156, 614
  primary, 125

babbling *see* acquisition, language
backformation *see* word formation
bad language, 564–75
  types, 568–70
  see also taboo
behaviourism, 615, 643
basilects, 339, 418–20
bilingualism, 290, 416
  see also code–switching; creole; multilingualism
binary features, 195–6
blending, 107, 109, 297
  chunks, 77, 107, 111
  portmanteaux, 297
blogs, 244, 297, 487, 492–7, 57
BNC *see* British National Corpus
body language, 429–31
borrowing (into English), 109, 252, 268, 275, 282, 288–95, 323
  Celtic, 288, 300
  early influences, 288
  Early Modern to Present-day, 291–2,
  French, 43, 264, 268, 275, 290–1, 309, 331
  Latin, 99, 104, 237–8, 251–2, 257, 262, 275–6, 286–94
  Norse, 235, 323
  north–south, 284
  quantifying, 293
  Romance, 292
brand(s), commercial *see* genre(s); advertisements
British dialect(s)
  Estuary English, 43, 231–2, 241
  Liverpool, 28, 322, 339–41, 347, 353
  Northern English, 38, 43–4, 48–50, 279, 322, 341–2, 347–8, 352–3, 356, 361, 366
  Southern Standard British English, 36
  Standard English, 3–4, 43, 82, 223–43, 322, 343–9, 396–402
  West Country, 46, 52, 366
  see also accents; dialects; h-dropping; intrusive-r; <r> (pronunciation of); regional variation; rhotacization; social variation; sociolects
British National Corpus (BNC) *see* corpora
business communication, 594–606

capitalization, 432
cardinal numbers, 124, 190
case *see* accusative; dative; genitive; nominative
cataphora, 174
  see also cohesion
CDA *see* Critical Discourse Analysis
Chancery English, 234–7, 253
change (language)
  catastrophic, 330
  grammatico-semantic, 301–2, 314–33
  internal, 86–8
  language, 259, 262–3,
  lexical, 286–300
  lexical semantic, 301–13
  sound, 66, 252, 259–85, 342
  structural, 316
  see also borrowing; conversationalization; diachronic variation; glottalization; persistence (principle of); semantic change; spelling; word-formation
CHILDES *see* corpora
Chomsky, 262, 318, 329, 331, 517, 519–21, 615–20, 624
CLAN *see* corpora
class, social, 43, 224, 230, 239, 358–72, 571, 574–5
  and gender, 230, 364, 371
  hierarchical model, 362–8
  stratification, 358, 362–4
classroom interaction, 515, 540–3, 633–8,
clause(s), 116–17, 130–50,
  adjunct, 122
  adverbial, 160, 163
  complement, 135, 160–1, 163
  complexes, 166
  declarative, 155
  embedded, 132–6, 158–64, 179
  exclamatory, 156
  finite, 143
  imperative, 156
  interrogative, 155–7
  main, 135, 158–64, 179
  nominal, 160
  non-finite, 143, 163
  passive, 153–4; agentless, 154, 167
  relative, 74–5, 136–41, 160–4
  structure, 133, 139–40, 148, 151, 157, 166–7
  subordinate, 159, 163, 617
  types, 155
  zero option, 161
  see also syntax
clipping *see* word formation
clitics, 67
code-switching, 378, 418
  see also bilingualism
cognitive
  cognition, 213, 310
  linguistics, 176, 263, 659
  socio-cognitive, 203, 312, 618
  see also conceptual frames; mental models; metaphors

PROOF

coherence, 170, 172–3, 178, 183–5
cohesion, 170, 172–3, 178–9, 182–5, 637
  see also anaphora; cataphora
coinage *see* word formation
collocation, 183, 599, 650–3
complement
  predicative, 151, 155, 160
  see also clauses (complement)
compositionality *see* morphology
compound words *see* words
computer-mediated communication, 297, 488, 659
conceptual frames, 184, 588
  see also text linguistics; cohesion and coherence
conjunctions, 125
  coordinating, 124, 148, 162
  subordinating, 125, 159, 184
  temporal, 177
  see also coordination
connected speech *see* weak forms; assimilation; elision
consonants 22–3, 278, 284–5, 359, 414
  articulating, 17–18
  geminate, 266
  lengthening, pre-homorganic, 270–1
  linking, 65
  syllabic nasal/liquid, 46
  see also affricates; approximants; fricatives; nasals; obstruents; phonemes; plosives; sonorants
construals, 518–20
constructivism, 375
conversation(al), 501–11, 595–8
  meaning *see* semantics; pragmatics
conversationalization, 521
Conversation Analysis (CA), 501–11
  adjacency pairs, 503, 508
  Structures, 501, 515, 534
  turns, 166, 212, 435, 502–5, 508, 531–2
  turn-taking, 426–7, 502, 505, 508, 598
conversion *see* word formation
cooperative principle, 213–16, 526–7
  flouts, 214–15
  implicature, 211–16, 526
  see maxims
coordination, 148, 161–5
copula *see* verb
corpora, 435, 660–6
  British National Corpus (BNC), 436, 559–60
  CHILDES, 621–4, 661
  Clan, 622–3
corpus linguistics, 343, 522, 598–9, 621
  see also collocation
cranberry words *see* words
creole(s), 385–408, 416–20, 616
  Jamaica, case study, 401–2, 418
  origins, 394, 402, 416
  substrate, 393–9
  see also Tok Pisin
critical discourse analysis, 520–2, 578, 602, 662
  see also politics
cyberspace, 487–97

Danelaw, 289–90, 323, 342
dative, 319–20
DCT *see* Discourse Completion Tasks
definiteness, 190
degenerate foot *see* metre
deixis, 203–5, 448, 459
  anchor, 184
  deictic centre, 184, 204
  expressions, 204–5
  proximal, 471
  relationships, 205
demonstrative *see* determiners
denotata *see* semantics
derivation *see* word formation
descriptive linguistics, 228, 464, 537, 664
determination, 189
determiners, 123–4
  articles, 141–2
  demonstratives, 142
  possessive, 142–3
  pronouns, 124, 142
  wh–, 142
diachronic variation, 4, 6
  see also English (history of)
dialect(s)
  contemporary, 343
  dialectology, 235, 338, 357
  ethnolects, 380
  levelling, 241, 356–7
  variation, 54, 252, 344
  see also accents; basilects; h-dropping; intrusive-r; isogloss; <r> (pronunciation of); regional; rhotics; rhotacization; social variation; sociolects
dictionary/ies
  gender, 537
  rhyming, 260
  urban, 347
diminutives, 107
diphthongs, 26, 48–53
  centring, 49, 52
  narrow, 360
discourse analysis, 458, 502, 543–4, 581, 662
  IRE structures, 635
  IRF structures, 635
Discourse Completion Tasks (DCTs), 661
discourse/discursive
  markers, 126, 167, 411
  strategies, 585–6
  types, 425–38, 660
distal, 471
  demonstrative pronouns, 142, 471
  see also deixis
drills, 643–7

PROOF

Early Modern English *see* English, history of
educational settings, 626–7, 630–41
EFL *see* English as foreign language
eliciting knowledge, 123, 628–9
elision
  sounds for letters, 295
  vowels, 66
ellipsis *see* text linguistics
embedding, 161
  see also subordination
endocentric compounds, 103
English
  definition of, 226, 232, 238
  future, 665
Englishes
  African American, 43, 226–7, 230, 285, 363, 379–81, 554
  Australian, 43, 52, 107–8, 217, 347, 355
  creoles, 385–408, 416–20
  expanding circle, 406–7, 413–17
  as foreign/second language, 3, 76, 406–7, 413, 416, 538
  Ghanaian, 414–5
  Indian, 28
  inner circle, 285, 405–7, 410–13
  as lingua franca, 3, 407, 417
  as native language, 405
  New Zealand, 45, 52, 285, 355, 359, 412–13
  outer circle, 405–7, 413–14
  Scottish, 38, 46, 49, 51–2, 339, 419
  World, 404–21
  see also American; British English
English, history of
  Early Modern, 233, 251–3, 276–8, 291–2
  Late Modern, 233
  Middle English, 233, 274–7, 291–2, 327
  Old English, 233–4, 249, 259, 264, 272, 288–91, 299, 314, 320
  Present Day, 233, 281–5, 291–4, 320
  roots of, 3
  see also borrowing; Chancery English; change; Great Vowel Shift; spelling; standardization; standard English; word-formation
English Literature, language of, 6, 464–76
  see also stylistics
ENL *see* English as native language
eponyms/-y *see* word formation
essentialism *see* language and ethnicity
ethnicity, 373–87
ethnography, 502, 598, 662–3
ethnolect, 380–4
exclamations, 154–6, 219
exponence, 86–7
expressive meaning, 187

Facebook, 487–8, 491
face, 527–8
  saving, 527
  threatening acts (FTAs), 527
feature matrix, 33–4
  see also segmental phonology
feminism, 547–9
finite
  clauses, 143, 163
  verb forms, 106, 144
  verb phrases, 143–4
fonts, 430–2, 440, 458–9
foot *see* metre
foregrounding *see* stylistics
foreigner talk, 395
formality, 5, 209, 368, 425–7, 433–4
frame(s)
  semantic, 173, 176
  see also semantics
French influence (on English), 250, 290
  see also borrowing
fricatives, 21–3, 28, 31, 36–7, 42–3, 58–9, 91–2, 266–70, *see* glottal, obstruents
  lateral, 28

gay
  language, 550, 553, 555
  lexicon, 551–2
  speak, 551–2
  voice, 550, 552
gender
  and the English language, 536–49
  and class, 364, 371
  and discourse, 543–8
  speaker, 543, 548
  stereotype, 538, 546,
  and use, 537
  see also feminism; sexism
generalization *see* syllable division
generative *see* grammars
genitive, 84, 92–4, 140–3, 319–20
genre(s)
  academic writing, 138, 167
  advertisements, 436, 442, 454–63
  classifying texts, 433
  and context, 586–93
  newspapers/news reports, 441–6
  parenting magazines, 544–7
  poems, 464, 467–76
  political speeches, 576–93
  commemorative speeches, 587–93
  text messages, 223, 479, 487
  see also stylistics
geolinguistics, 338
gerund, 88, 106
Ghanaian English *see* Englishes
glides *see* approximants, sonorants
globalization, 375, 516
glottis *see* vocal tract
glottal,
  stop, 20, 41
  reinforcement, 41
  replacement, 41–2
  see also fricatives

glottalization, 40
grammar(s)
  books, gender, 537
  communicative approach, 647, 653
  conversational structures, 211–13, 437
  descriptive, 172, 228, 238, 537
  equivalence, 172
  generative, 172, 318
  innate, 615–17
  standard, 232
  translation, 642, 646–7, 651
  Universal Grammar (UG), 615–16
grammatical
  conditioning, 90
grammaticalization theory, 296, 315–16, 326–33
  see also subjectification
Great Vowel Shift (GVS), 252, 276–84
  aftermath, 281
  phases of, 278–9
  push chain, 277–8
Grice's maxims *see* maxims
GVS *see* Great Vowel Shift

Haplology, 88
h-dropping, 38, 43, 284, 359–60
headlines(e), 168, 440–5
hegemony, 558, 578
  erasure, 558
heteronormativity, 550, 557
history of English *see* English, history of
holonyms, 197
holophrase, 612
homonyms, 198
homophobia, 557–66
homorganic nasal assimilation, 44–5, 94–5
hypocorisms, 107
hyponyms, 182, 196–7

iambic foot *see* metre
iconicity, 81, 263, 467, 474
identity/-ies, 373–87, 419–20, 492, 494, 560, 638–9
ideology *see* standard ideology
idioms, 98, 415, 430, 527, 569, 572
imperative(s), 211, 325, 348, 523
  clauses, 155–6
implicature *see* cooperative principle
impoliteness, 524–5, 533–5
  insult(s), 527, 529, 565–70, 574
  see also politeness
inflection(s), 82–8, 114–15, 121, 236–7, 273, 314–33, 344–5
infinitive (verb form) *see* verbs
infix *see* morphology
intensification, 585
interdiscursivity, 435–8
International Phonetics Association/Alphabet (IPA) 11, 15, 22, 27, 29, 32, 36, 54, 667
intertextuality, 436

intonation *see* prosody
intrusive-r, 65
isogloss, 339, 341
iteration *see* embedding; coordination

junctions, 176
  contrajunctive/contrastive, 177

labials, 19, 37, 46
labialization, 33–5
Labov, William 343, 368, 380, 638
Lancashire *see* Northern English
language acquisition *see* acquisition
language learning theory, 609, 615, 655
languagehood, 229
langue, 536
larynx *see* vocal tract
learner talk, 650
lesbian language *see* sexuality
lexical
  distribution, 354
  morphemes, 82
  representation, 66–7, 91
  sets, 257, 349–52
  see also words; change
lexicon, 292, 390, 551
liaison, 65
lingua franca *see* Englishes
lips *see* articulation; vocal tract
liquids *see* approximants; sonorants
literacy/-ies
  cyberspace, 487–97
  and education, 625–41
  events, 478–83
  everyday, 454, 477–9
  and materiality, 484
  practices, 477–86
loanwords *see* borrowing
  nativization, 262, 295
l-vocalization, 284

Martha's Vineyard, 281, 343
maxim(s)
  flouts, 214–15
  violations, 214
  infringements, 216
  non-observance, 216
  suspension of, 216
  see also cooperative principle
medium, 425, 428, 434
  speech, 11, 386, 405, 429
  writing, 224, 430–2
mental models, 175–6, 183
meronyms/-y, 197
metaphor(s), 199, 305, 589–91, 604
methodology
  data, 217, 297, 343, 435, 436, 485, 511, 559, 571, 597, 661, 663; analysis, 598, 621–4, 641, 661
  multidimensional, 435

PROOF

methodology – *continued*
questionnaires, 530, 661–3
research methods, 368, 410, 435, 485, 522, 582, 595, 598–9, 602
triangulation, 663
see also ethnography
metonymy, 199, 305–8, 585
metre
degenerate foot, 69–70
iambic foot, 68, 76
trochaic foot, 68, 76, 86
Middle English *see* English, history of
minimal pairs, 30–1, *see* phonemes
mitigation *see* politeness
modal auxiliaries *see* auxiliaries
modality, 143, 189, 583, 602
mood
imperative, 156, 211, 325, 523
indicative, 209, 325
subjunctive, 325
monophthongs, 25–6, 48–51, 273, 282, 385
morpheme(s), 79–105, 109, 199, 273, 299, 393, 613–14, 622
bound, 81–2, 96, 104, 109
constituent, 80
free, 81, 109
functional, 82
grammatical, 614
lexical, 82
see also allomorphs; morphology
morph
allomorphs, 81, 86–7, 90–4, 109, 273
zero, 86
morphology, 77–110
affix, 81–2, 85, 95–109
apophony, 86–7
compositionality, 97
derivational, 82, 84–5, 88, 95–6, 99, 109, 393
head, 83, 96–98, 101, 103, 105
infix, 85–6
inflectional, 82–5, 88, 93, 96, 99, 109
morphosyntax, 570
prefixes, 82, 85, 94–5, 97–8
right-hand head rule, 97–8, 101, 103, 105
root, 81–2, 84–6, 96–9, 104, 109
shm-reduplication, 89
stem, 84, 91, 93–4, 96–7, 114
suffix, 82–5, 8, 90–101, 105–7, 114–15; derivational, 84–5, 96; inflectional, 83–5, 88; neutral, 99–100; non-neutral, 99–100; pre-accenting, 100
verbal, 315, 324–5
see also hypocorisms; morphemes; suppletion
mother tongue, 642–3
mouth *see* vocal tract
multilingualism, 632, 640
see also bilingualism

nasal(s)
cavities, 13
consonants, 31, 34, 46
sounds *see* sonorants
see also phonemes
natural classes, 34–8, 53
necessary and sufficient conditions, 193–4
negation, 158, 206, 235, 346, 348, 402
neologisms *see* word formation
newspapers, 439–53, 493, 557–8
see also headlinese
nominalization(s), 172, 447, 449
nominative, 269, 319–21
non-finite *see* clauses; verbs
non-verbal communication, 429, 581
gesture, 459, 522, 611
Northern English (NE) *see* British dialects
noun(s), 111, 113, 118–19
abstract, 118, 310, 612, 627
collective, 119, 152
common, 118–9, 141, 319
concrete, 113, 118
count, 118–19, 123, 415
non-count, 118–19, 415
phrases, 83, 88, 116–20, 123–5, 130–41, 162, 346, 447
proper, 118, 207
trisyllabic stress rule, 70–1
typical, 128
see also nominalizations
numbers/numerals, 124, 141–2
cardinal, 124, 190
ordinal, 124

objective, 83, 186, 309, 319, 585, 629
objects
defining of, 153
direct, 154, 182, 319, 329
indirect, 154, 182, 319, 321
observer's viewpoint, 228
obstruents, 31–6, 45, 263
see also affricates
Old English *see* English, history of
onomatopoeia, 81, 474
onset(s) *see* syllable

palatalization, 35, 269
parallelism *see* foregrounding
parole, 536
pars pro toto, 305, 307–8
see also metonymy
participles
past, 80, 84–90
present, 163
see also verbs
passive *see* verbs; voice; clauses
passivization, 591
PDE *see* Present-day English
performativity, 550, 555–6

PROOF

performative verbs, 208–10
see also speech acts
persistence, principle of, 316
perspectivation, 585
pharynx *see* vocal tract
phonemes, 20, 30–3, 36–8, 42–3, 48–51, 54–5, 61–3, 75, 86, 99
overlapping, 48
split, 263, 267–8, 279
types of, 81
vowel, 48–51, 54–5, 265, 274
see also allophones
phonetic(s), 11–29
alphabet, 15, 32, 54, 667, *see* International Phonetics
articulatory, 11
symbols, 11, 35, 667, *see* International Phonetics
transcription, 29, 32, 35
see also articulation; consonants; diphthongs; transcription; voiced/ voiceless sounds; vowels
phonology, 30–76
assibilation, 269
change (phonological), 259–85
compound stress rule, 285
conditioning, 90–1
connected speech, 65–70
devoicing rule, 45, 64
formalisms rule, 39
Latin stress rule, 275–6
ME: competing stress rule, 275
morphophonemic rule, 93–5
Old English (phonological change), 264–6
segmental, 30–54
smoothing, 273
suprasegmental, 30, 55
trisyllabic; laxing, 271; shortening, 271–2
weak forms, 67
see also assimilation; attrition; elision; glottalization; intonation; palatalization; phonemes; phonotactics; sonority; stress; velarization
phonotactic(s), 20, 63, 259, 268
distribution, 354
phrase(s), grammatical
adjective, 116–22
classes, 130
embedded, 132–4
noun, 83, 88, 116–20, 123–5, 130–141, 162, 346, 447
phrase, representation of, 66–7; citation form, 65–7; lexical, 66, 91; orthographic, 66–7
prepositional, 124, 131–5, 139–141
related types, 137
structure rules, 96
verb (VP), 116–17, 120–2, 130–1, 138–148, 151–4, 167
pidgin(s), 388–421
origins, 394
substrate, 393, 396–9
pitch, making noise 16–17
modulation, 55, 72–3
see also prosody
plosives, 20, 31–2, 36–8, 40, 57–8
see also obstruents
politeness
appropriateness, 464–7
mitigation, 585
negative, 530, 532
output strategies, 527, 529
positive, 529, 532
pragmatic view, 525
social-norm view, 524–5
see also face; impoliteness
politics
critical discourse analysis (CDA), 520, 522, 578, 602, 662
definitions, 578
language and, 576–93
speeches, 433, 516, 576, 587–93
polysemy, 198
polysyndetic linking, 471–4
power
communicative, 514
hard, 517
soft, 517
pragmatic(s), 203–20
Anglo-American view, 203
Continental European view, 203
cross-cultural, 203, 211, 217–20, 661
intercultural, 217
interface, semantic-pragmatic, 204
interlanguage, 218
meaning, 187, 213
pragmatism, 202
strategies, 219
see also cooperative principle; deixis; politeness; presupposition; relevance theory; speech acts
predicate, 146, 585
predication, 585, 592
predicative complement, 151
prefix(es) *see* morphology
pre-head *see* intonation
prepositional phrases *see* phrases
prepositions, 124–5, 131
prescriptive linguistics, 238, 253–4, 524–5, 533, 664–5
see also standard ideology
Present-day English *see* English, history of
presupposition(s), 204–9
assumed common ground, 208
existential, 207
factive, 206–7
projection problem, 207
triggers, 206–7
preterite, 239, 329

persistence, principle of *see* change (language)
pronoun(s)
  demonstrative, 142, 471
  exophoric, 174
  personal, 142, 205, 347
  possessive, 142–3
  quantifier, 142
  third-person, 174
  wh–, 124, 142, 156
propaganda, 517, 519, 580, 586
proposition(s), 200–1
propositional meaning *see* semantics
prosody, 428–30
  intonation, 428–9
  tone; falling, 55, 61–2, 74; group, 73–6; level, 74, 621; rising, 55, 74, 210, 614; unit, 73
proto-language, 321
prototype(s), 126–9
  theory, 303
psycholinguistics, 575, 659
punctuation, 428–30
  creative, 430
puns, 260–1, 445
Pygmalion, 235, 358

quantifiers, 142, 629
  determiners, 142
  pronouns, 142
Queen's English *see* Received Pronunciation
queer theory, 555–7, 562
question(s)
  negatives, 614
  wh–, 74, 156, 207
  yes–no, 75, 156–8
quotations, embedded, 452

<r>, pronunciation of, 4, 22, 46–7, 49, 65
Received Pronunciation (RP), 5, 230–2, 240–2, 352–4, 367, 381–2
  see also Southern Standard British English
reference, 187–193
  definite, 189
  designating expressions, 189
  generic, 191–2
  indefinite, 189
  referent, 188
  referring expressions, 188–9
  specific, 187, 189–91
  types, 189
referential
  meaning, 186
  relations, 187
regional variation, 224, 337–57, 366–7
  varieties, 337–8
register *see* genres
relative clauses *see* clauses
relevance theory, 213
reported speech *see* speech presentation
rhetoric, 427, 445, 578–96
rhotacization, rhotic, 46–8, 49, *see* dialects
rhyme(s), 56, 62–3, 71, 90, 260, 275
  dictionaries, 260
RP *see* Received Pronunciation

scenarios *see* mental model
schwa, 27, 46–9, 52–3, 272–3,
script *see* mental model
semantic(s)
  bleaching, 316
  defining, 186
  definitions, 113
  denotata, 193–6
  frames, 173, 176
  ideational meaning, 186
  propositional meaning, 187, 199, 200–1
  prototype-theoretical, 194–5
  referential meaning, 186
  relation(s), sense, 182, 193, 196
  representational meaning, 186
  sense relations, 182, 193, 196
  see also antonyms; binary features; change (semantic); collocation; homonyms; hyponyms; idioms; meronyms; propositional meaning; propositions; polysemy; puns; semantic-pragmatic interface; synonyms
semantic change
  (a)melioration, 304–5, 308
  narrowing, 304
  pejoration, 304
  specialization, 304
  widening, 304
  see also grammaticalization; metaphor; metonymy; subjectification
semiosis, multimodal, 484
sentence(s), 151–69
  adverbs, 111–13, 121–3
  complex, 164–5
  compound, 164
  compound-complex, 165
  simple, 164
  types *see* clauses
  see also clauses; exclamations; questions; syntax
serif (sans) *see* typeface
sexism, 547–9
sexuality, 550–63
silent 'h' *see* fricatives
slang, 106, 107–8, 409, 551, 645
social variation
  class, 358–72
  and mobility, 358–66
  network, 263, 283, 380–5, 485–97, 662–5
  sociolects, 361
  status, 205, 230, 361–2
  stratification, 358, 363
sonorants, 31, 36, 268
sonority
  hierarchy, 57–8
  sequencing generalization, 57, 61–2
  sequencing principle, 57, 59

Southern Standard British English (SSBE), 36–7, 48–52
 see also Received Pronunciation
speech (as genre) *see* genre
speech act(s)
 constitutive rules, 210
 felicity conditions, 209–10
 gratitude, expressions of, 219, 661
 IFIDs, 210
 illocutionary, 209–11
 locutionary, 209–11
 perlocutionary, 209
 theory, 208, 212
 see also performative verbs
speech presentation
 direct speech, 160
 reported speech, 160
 see also quotations (embedded)
spelling(s), 14
 apparent chaos in, 247
 bad, 244
 correspondence, letter-sound, 32, 244–60
 etymological sets, 257
 history of, 244–58
 inverse, 260
 letter distribution, 257
 reformers, 252, 254, 261
 lexical sets, 257, 349–51
 Simplified Spelling Society, 245
 sound-letter correspondences, 244, 246, 249, 252
 standardization, 250–6
 variability across time, 252, 255
 see also history of English
SSBE *see* Southern Standard British English
Standard English, 3–4, 43, 82, 223–43, 343–9
 and class, 224, 227–8, 239–40
 defining, 238
 spoken, 229
 views of, 228–9
standard ideology, 229–34, 241–2
standardization, 223–43
 see also Standard English; standard ideology
stops, 20–3, 31–4, 40–5, 87, 92
 see also plosives
stratification *see* social variation
stress
 compound rule, 274, 285
 ME: competing stress rules, 275
 placement, 70–1, 90
 primary, 38, 69–71, 273–4
 secondary, 68–9, 273–4
 trisyllabic noun rule, 71
strictures, 19–23
structuralist approach, 548–50, 556
stylistic(s)
 choices, 454, 467
 deviation, 465
 foregrounding, 464–7
 see also English Literature; iconicity
subjects, definition of, 152
subjectification, 309–13
subjective, 309–10
subjunctive *see* mood
sublanguage, 433, 436
subordinate clauses *see* clauses
subordinating conjunctions *see* conjunctions
subordination, 132, 134, 158
substitution *see* text linguistics
substrate *see* creoles; pidgins
suffixes *see* morphology
superordinate *see* text linguistics
superstrate *see* creoles; pidgins
superstructure *see* text linguistics
suppletion, 87
SVO language *see* syntax
swearing, 564–75
 see also bad language; taboo
syllabic consonants, 40
syllable
 adjunction, 69
 closed, 56–7
 division, 57, 61–2
 heavy, 56, 62–3
 light, 56, 62–3
 maximalization principle, 57–62
 nucleus, 60
 onset, 59–65, 79, 89, 262, 280
 open, 53, 56
 tonic, 74
 tree, 55
 weight, 62–3, 70–1, 275
synchronic variation, 4, 7
syncretism *see* text linguistics
synonyms/-y, 182, 182, 196–8, 291, 465
syntactics, 202
syntax
 inversion, 156–7, 614
 modifiers, 130–1, 137–8, 142–3, 191–2
 SVO, 151–5, 159, 317–8
 tree diagram, 68, 97, 117, 131–7, 143–8, 158–61
 see also agents; complements; conjunctions; objective; patient; predicate; predication; predicative complement; questions; subjects (definition of); subjective; subordination
synthetic personalization, 521

taboo, 565–9
tap *see* articulation; rhotics
teaching, 607–66
 speaking in second language, 644
TESOL, 642–55
 language research, 654
 linguistics, 639–55
 see also audio-lingualism
text linguistics, 170–85
 classifying texts, 433, 438
 ellipsis, 173
 grammar of, 172
 hyponyms, 182, 196–7

text linguistics – *continued*
substitution, 173
superordinate, 182
superstructure, 183
syncretism, 87–8
Tok Pisin, 389, 390–9
tone *see* prosody
tongue, 13–14, 24–5
see articulation; vocal tract
tonic syllable *see* prosody
transcription, 29, 32, 35, 48, 166, 510–11
writing down speech, 14
tree diagram *see* syntax
trill *see* rhotics
trochaic foot *see* metre
turn(s) *see* Conversation Analysis
typefaces, 430–2

unidirectionality, 309, 315

velarization, 35, 46
verb(s)
action, 114
copula, 119
finite, 143–5, 163
forms, 121, 144
infinitive, 144–5, 163, 270, 301–2
–ing form, 115, 163
irregular, 121, 324
main, 120, 143–6, 153
modal, 178, 329–32
perfect form, 144–6
phrases, 116–17, 120–2, 130–1, 138–40, 143–8, 151–2
primary, 125, 144
progressive form, 80, 84, 88, 144–6
regular, 87, 325, 331
state, 114, 627
strong, 227, 270, 331
typical, 128
weak, 325–6, 331
see also active; auxiliary; gerund; participles; passive; preterite; speech acts (performative); voice
vernacular(s), 339, 380–1, 416–19
multi-ethnic, 386
urban, 361
vocal
gestures, 611
tract, human, 12–14
see also alveolar
voice(s),
active, 144
passive, 447, 449
voicing, 16
devoicing, 45
voiced/voiceless sounds, 16–17, 34, 92–3
vowels, 23–27, 29, *see* phonemes; sonorants
complexity, 48
lengthening, 270–1
long, 26, 44, 50–6, 265, 270–1, 274–7
mergers
nasalization, 54
reduction, 53
shift, 285, 355
short, 26, 44, 48, 50–55, 71, 261, 265–6, 270, 274
see also ablaut; diphthongs; drag chain; Great Vowel Shift; monophthongs; schwa
Vygotsky, 618–19, 626

waffle phenomenon, 217
women's movement, 537, 539
word(s)
classes, 111–15
complex, 70, 79–80, 97, 101
compound, 70, 77, 80, 102–3, 107
content, 69, 112, 117
cranberry, 104
defining, 114
disyllabic, 59, 72, 86, 108
form, 55, 107
function, 67, 69, 82, 112, 123–7, 168, 290
grammatical, 80, 612–13
linking, 125
monosyllabic, 26
NAVA, 82, 111–12, 115–16
new, 77–8, 85, 96, 107, 286–300
orthographic, 80, 296, 299
phonological, 76, 80
'phoric', 174
play, 77, 107, 445
simple, 70, 80, 104
wh–, 155–7, 160–1, 614
see also stress; word formation
word formation
abbreviations, 109
acronyms, 109, 296
affix(ation), 87, 95, 101, 105, 109, 296
backformation, 105–7
clipping, 107, 296
coinage, 105, 536
compounding, 95, 101, 103, 105, 295
conversion, 85, 95, 101
derivation, 82, 85, 95–6, 296–7
eponyms, 105
neologisms, 79, 580
processes, 82, 287, 295–7, 299
reduplication, 89–90
sources of, 105, 566
see also change (lexical)
World Wide Web, 495

Yorkshire *see* Northern English

zero-derivation, 85, 296
zero
article, 189
morph, 86
option clauses, 161
Zone of Proximal Development, 618